



St. Thomas' CE Primary School PE Policy

Updated by Sarah McCann

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Approved by Governors

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Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

At St Thomas CE Primary School, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Progressive learning objectives, combined with varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all of our pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that our children, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Through lesson time, specialist coaching and a range of sports clubs, we support pupils in developing skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination, fluency and safety. We also support pupils in developing an increasing ability to select, link and apply skills, tactics and compositional ideas.

Children are encouraged to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance. We believe in the importance of drawing cross-curricular links, and to this end, pupils are taught about the effects of exercise on the body in science as well as PE.

At St Thomas CE Primary, we promote an understanding of safe practice, and the development of a sense of responsibility towards a child's own and others' safety and well-being.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- Grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenges through the provision of different resources, e.g. different gymnastics equipment.

PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school uses a scheme of work; *Get Set 4 PE* as the basis for its curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from *Get Set 4 PE*, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers/sports coaches complete a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

Teaching PE to children with SEN

At our school we teach PE to all children, regardless of their ability. PE forms part of the schools curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each individual's needs. PE lessons are fully inclusive.

Contribution of PE to teaching in other curriculum areas

English: PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. This helps children to develop their use of language in a range of different situations.

Information and communication technology: (ICT) We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Older children compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social and health education (PSHE) and citizenship: PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development: The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Assessment and recording

Teachers/Sport Coaches assess children's work in PE by making assessments as they observe a lesson. They record the progress made by the children against the learning objective and focus of the lesson. At the end of the unit of work, teachers log on to the below, achieved and above system where the children are working. This gives a clear picture of progress made and also helps planning future lessons. It also highlights areas of improvement needed and where. This will need adapting when we put together a tighter framework for assessment.

Resources

There are a wide range of resources available to support the teaching of PE. Books and electronic resources are to hand when needed. Our equipment is kept in the PE store and this is only accessible to children under adult supervision. In terms of areas to work in, we have outside space including an all weather pitch and yard as well as a small hall that is more than adequate to be used for PE. In the hall there are some large pieces of equipment including a climbing frame apparatus. We expect children to be able to use, put away and handle all of these safely and sufficiently through learning.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage children to consider their own safety and the safety of others at all times. We highlight the importance of the right equipment and kit. Long hair must be tied back and jewellery must be removed for PE.

Extra-curricular activities

The school provides a range of PE related activities for children, which encourage further development and more practice. At present, our extra-curricular clubs include football, dance and multi-sports, as well as half-termly scooter sessions.